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ABSTRACT

This book attempts to portray the reality that teachers face when trying to use portfolios. It uses anecdotes and examples that help carry important messages about portfolio use and contains model conversations and interactions. The conversations between teachers and students demonstrate strategies for involving children in the assessment process in a meaningful way. The conversations with families are designed to suggest ways of communicating information about new assessment approaches to those who are not education professionals. This book offers a variety of planning models that suggest different ways teachers might use portfolios and demonstrate how portfolio requirements can be communicated to students. Chapters include: (1) "What is a Portfolio? Ten Pounds of Potatoes in a Five-Pound Bag!"; (2) "A Portfolio Culture: Classroom Procedures"; (3) "Portfolio Evaluation and Grading: What Should I Do with This Pile of Papers?"; (4) "Measuring the Measurable: Creating a System of Assessment"; and (5) "Conversations and Questions: Do I Really Want To Use Portfolios?" (Contains 40 references.) (JRH)

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